



Analyzing the Disillusionment in Ernest Hemingway's *The Sun Also Rises* and Its Implication on English Language Learning

Herminus Efrando Pabur¹, Muhammad Ilham Ali², Sabrina W. J. Husain³,
Fivy A. Andries⁴, Jennie Posumah⁵

^{1,2,3,4,5}English Education Department, Universitas Negeri Manado.

Corresponding E-Mail: efrandopabur@unima.ac.id

Received: 2024-08-14 Accepted: 2025-10-31

DOI: 10.24256/ideas.v13i2.5446

Abstract

The Sun Also Rises, written by Ernest Hemingway in 1926, is an influential literary work that depicts the post-war Lost Generation. The novel captures the profound sense of disillusionment experienced by individuals from the Lost Generation coping with the collapse of traditional values. The present study aims at analyzing the disillusionment depicted by the character of Jake Barnes in Ernest Hemingway's *The Sun Also Rises* and its implication on English language learning. This qualitative research is conducted by using Hemingway's *The Sun Also Rises* as the primary data and is supported by secondary data in the form of academic papers, research papers, and books related to the topic of disillusionment in literary works. To collect data, the researchers employed the observation and note-taking technique in which the researcher read the novel several times and took notes related to the topic of disillusionment. The obtained data were analyzed using an objective approach focusing on character development, narrative structure, and symbolic elements. The findings show that Jake Barnes, the protagonist in *The Sun Also Rises*, experiences the disillusionment in the form of disappointment caused by the aftermath of World War I. He shows his disappointment towards himself and the other character in the novel, as shown in the dialogues and descriptions in the novel. The study suggests that *The Sun Also Rises* can be utilized for English language learning in which both students and teachers can benefit by the use of the novel as a learning media, learning sources and learning object.

Keywords: *Disillusionment, Disappointment, Ernest Hemingway, The Sun Also Rises, English Language Learning.*

Introduction

The Sun Also Rises, published in 1926, is a popular novel written by Ernest Hemingway. It is the first novel written by Hemingway and is inspired by his experience as a war correspondent in World War I and the experience in Pamplona, Spain in 1925 (Townsend & Heemann, 2017). The novel depicts the condition of the generation of the post-World War I, the *Lost Generation*, and the impact of the World War I on the culture and people (Stoneback 2007). The term *Lost Generation* is a term popularized by Gertrude Stein and later adopted by Hemingway to describe a group of individuals left mentally adrift after the World War I (Gottlieb, 2018). According to Kumar and Pratima (2022), the novel describes the state of moral disorder and disillusionment after the World War I. It means Hemingway's *The Sun Also Rises* is a depiction of real condition situated after the World War I. Thus, it is an interesting novel to be analyzed.

Hemingway's *The Sun Also Rises* illustrates many interesting themes that reflect the complexities of post-World War social life. One of the themes that can be found in the novel is the theme of alienation and mental health as many individuals in the *Lost Generation* struggle emotionally and psychologically after the World War I (Rani, 2014, Rani, 2016). It also discusses the themes of national identity (Wagner-Martin, 2002), feminism (Adair, 2010; Yu, 2010), and heroism (Knott, 2022). It also depicts the theme of disillusionment after the World War I (Adair, 2001; Ali *et al.*, 2024; Kumar & Pratima, 2022, Stoneback, 2007, Stolftsfuz, 2003). So, *The Sun Also Rises* offers various themes for the reader to be explored while they are reading the novel, however the most notable theme is the theme of disillusionment.

The Sun Also Rises is well-known for its frank style and the theme of disillusionment that it portrays (Hays, 2010). Disillusionment refers to the condition when the idealism or expectation or belief held by someone is not as beautiful as they imagine it was. It also can be defined to be the state of disappointment and loss because someone's core values they held deeply. According to Maher, Igou & van Tilburg (2021), disillusionment makes people feel lost and disconnected from the social environment they are in. It means that disillusionment makes people face existential concern, since the values that hold deeply are shattered by the reality they face.

Disillusionment can create feelings of disorientation and detachment from the social environment people live in that could leave individuals struggling to reconnect with the world around them. Tutter (2018) points out that disillusionment causes someone to experience a disappointment with life. In this way, disillusionment is not only a personal crisis but also a social crisis that is caused by the disconnection between idealism and reality that leads to a deep disappointment with life.

In a broader context, disillusionment is viewed as a psychological problem faced by someone. It means that disillusionment is a crisis faced by people in which they are separated from the illusion they take for granted (Margulies, 2018). The

illusion can be core values, beliefs, faith and principles people hold deeply. Maher, Igou and van Tilburg (2019) describe disillusionment as a painful experience faced by someone and have a personal implication in which people feel disappointed, lost and negative. Furthermore, disillusionment can also have social implication such as in the political and economic field where it can manifest as a loss of faith in institutions, ideologies, and societal systems (Block, 2011, Bowyer, 2018, Hook, 1949; Maher, Igou & van Tilburg, 2018). Thus, disillusionment is not only an individual crisis but also a collective and societal crisis with profound societal consequences that affect many individuals and society they live in.

In *The Sun Also Rises*, Hemingway depicts the disillusionment through the main character and the supporting characters of the novel. For example, the protagonist in the novel, Jake Barnes, experiences disillusionment in forms of existential crisis and difficulties to connect with the environment (Toker, 2013). Barnes faces disillusionment in which he fails to make meaningful connection and normal romantic relationship with Lady Brett Ashley that reflect deep emotional and psychological scars he suffers because of the war (Daiker, 2007). Furthermore, Hemingway also shows that the characters in the novel use alcoholism and hedonism to cope with the disillusionment they faced (Djos, 2010, Ullah, 2018). The alcoholism and hedonism reflect the desperate attempts of the *Lost Generation* to escape the emptiness they feel. So, Hemingway depicts the theme of disillusionment through various events in the novel and through the characters in the novel to illustrate how disillusionment can affect every aspect of life, both individually and socially.

Several previous studies have been conducted to analyze the theme of disillusionment in Hemingway's *The Sun Also Rises*. Ali, Wuntu & Tatipang (2024) analyze the disappointment experienced by the characters in Hemingway's *The Sun Also Rises* using the objective approach. Kumar and Pratima (2022) carried out thematic analysis on Hemingway's *The Sun Also Rises* in which disillusionment became one of the themes analyzed in their study. Rani (2014) and Rani (2016) focused her analysis on disillusionment in *The Sun Also Rises* in form of alienation of the *Lost Generation*. Thakur (2022) analyzes the theme of disillusionment in form of lostness of the *Lost Generation* in the novel. Stoneback (2007) investigates the disillusionment in form of moral disorder caused by the World War I. On the other hand, the present study attempts to analyze the theme of disillusionment which focuses on the aspect of disappointment faced by the protagonist of the novel, Jake Barnes. Furthermore, this study also tries to examine the implication of the disillusionment in Hemingway's *The Sun Also Rises* in English language learning.

Based on the aforementioned explanation, this study aims at analyzing the disillusionment in the novel of *The Sun Also Rises* written by Ernest Hemingway. This study also attempts to describe the implications of the disillusionment in the novel on English language learning, particularly in the use of literature as a learning sources or learning media. It is expected that the present study can contribute in

the field of English literature in general and in the field Hemingway's studies by offering deeper insights into the emotional and existential dimensions of his work. By examining the disillusionment in *The Sun Also Rises*, this research may help readers to understand the complexities of Hemingway's narrative style and thematic concerns better. Furthermore, the present study is expected to contribute in the field of English language learning, especially on the use of literary works in as a learning media in English language learning.

Method

This study is conducted using the qualitative method in which the data are not in number and statistical formula but rather in form of words, pictures, description and quotation (Kim, Sefcik, & Bradway, 2017). Qualitative method is used to obtain an in-depth understanding of an object analyzed. The object can be a social phenomenon, a film, a short video and even a novel. It means that qualitative methods are used to provide a descriptive explanation of an object. This is in line with the aims of this study: 1) Describing the disillusionment in Hemingway's *The Sun Also Rises*; and 2) Describe its implication on English language learning.

In conducting this research, the researchers used primary and secondary data. The primary data refers to the original data collected from research object which is the novel *The Sun Also Rises* written by Ernest Hemingway. To support the primary data, the researchers used secondary data which can be obtained from library materials, literature, previous researches, books, and other relevant sources (Rabianski, 2003; Emanuelson, & Egenvall, 2014; Traber, 2000). The use of two data sources is essential in achieving the aims of the study and in providing a better analysis. To collect the data the in this researcher, the researchers using the observation and note-taking techniques.

The observation in this research refers to the process in which the researchers read Hemingway's *The Sun Also Rises* several times. The researchers are doing so to understand the content of the novel, to grasp the theme of disillusionment in the novel and to gain more understanding about the detailed information in the novel. The note-taking technique refers to the activity in which the researchers take a note form the primary and secondary data sources. The notes taking form the primary data are used to reveal the disillusionment and the notes taking from secondary data sources are used to affirm the findings and to deepen the analysis.

To analyze the obtained data, the researchers employed objective approach proposed by Abrams (1971). The objective approach is used to analyzed a literary works by excluding the external elements such as the social context, audience reception and author background and focusing on the intrinsic elements such as theme, plot, characters and its characteristics. It means that the objective approach aims at understanding the literary work solely from the internal elements of the literary work without any biases and referencing external factors. Eagleton (2011) argues that by examining the intrinsic elements of a literary work we can gain

valuable insight on how meaning is created in a literary work and how a literary work achieves its literary effects. Hence, the analysis in this study focused on the intrinsic elements of Hemingway's *The Sun Also Rises*, especially the protagonist character, Jake Barnes.

Results

Hemingway's *The Sun Also Rises* is a novel that is frequently analyzed for the portrayal of disillusionment in the early 1900s. Set in the post-World War I era, the novel depicts the story of a group of expatriates in Paris and Spain as they experienced the aftermath of the World War I. The characters, as displayed in the novel, struggle to adapt their live to the new reality after war in which they found that their pre-war values, societal norms and beliefs irrelevant. The post-war reality makes the characters experience the disillusionment and alienation. The characters lose direction and meaning of life, struggle to connect themselves to the society and experience the crisis of identity as the result of the World War I. Hemingway's *The Sun Also Rises* effectively captures the disillusionment faced by the characters in the novel as the result of the World War I as they struggle to aligned their previous values with the situation after the Word War I.

Disillusionment can be defined as the feeling of disappointment caused when something once thought good proves outdated and irrelevant to the current situation (Hook, 1949; Maher *et al.*, 2019; Maher *et al.*, 2021). Hemingway in the *The Sun Also Rises* depicts the sense of disillusionment faced by the characters by showing how they struggle to reconnect the pre-war belief and values. The disillusionment faced by the character lead them to the alienation from the society (Barber, 2014). However, it is important to point out that there is no specific theory focused solely on the theme of disillusionment in Hemingway's work (Adair, 2010). So, to better understand the theme of disillusionment in Hemingway's *The Sun Also Rises*, we need to use insights from literary critics, related studies and researches on disillusionment in Hemingway's work.

Hemingway's *The Sun Also Rises* portrays the disillusionment faced by characters in the novel as the result of the World War I. The protagonist, Jake Barnes who is a war veteran experiences the disillusionment when he faces frustration in his personal life and relationship. War injury leads Barnes to become impotent and unable to have a physical and romantic relationship with Brett Ashley, the woman Barnes loves. On the other hand, Ashley faces disillusionment that leads her to struggle with sense of dissatisfaction in her relationship. It makes her want to seeking for something more when it comes to a relationship. Other characters such as Robert Cohn and Mike Campbell also experience disillusionment in their own way. Cohn's disillusionment appears when he cannot find the sense of fulfillment in his writing career his personal connection with the others. Campbell's disillusionment is caused by his financial troubles that make him to constantly try to get money. Those characters portray the loss of direction, the sense of alienation

and the inability to find a genuine meaning in their life. Those collective experiences of disillusionment reflect the broader concept of the *Lost Generation*, a term to describe those who struggle to find their place after the World War I.

In *The Sun Also Rises*, Hemingway explains that the disillusionment stems from the impact of war in the post-war era. The war, as shown in the novel impacts many individuals resulting them to doubt their original values, belief and norms, feel the sense of alienation from the society, and even feel the disappointment in many ways (Wagner Martin, 2000). The following quote from the novel illustrates the disillusionment experienced by the Barnes:

"I settled back. Brett moved close to me. We sat close against each other. I put my arm around her and she rested against me comfortably. It was very hot and bright, and the houses looked sharply white. We turned out onto the Gran Via. "Oh, Jake," Brett said, "we could have had such a damned good time together." Ahead was a mounted policeman in khaki directing traffic. He raised his baton. The car slowed suddenly pressing Brett against me. "Yes," I said. "Isn't it pretty to think so?"" (Hemingway, 1926, p. 247)

The quote shows that Jake Barnes and Brett Ashley are having a conversation in a taxi. They are discussing the potential of having a romantic relationship. Ashley thinks that she and Barnes could be a good couple to which Barnes replies *"Isn't It pretty to think so?"*. Barnes' response encapsulates his disillusionment which reflects his nihilistic attitude on romantic relationship. Barnes knew that his war injury will prevent him for having a romantic and physical relationship. Barnes' cynical response is also the example of his struggle to cope with the disillusionment, demonstrating how the war has destroyed his belief on hopeful future and traditional romantic ideals. The quote above reflects the futility of hope in a post War World I era, a recurring theme in *The Sun Also Rises*.

Since objective approach focuses on the intrinsic elements of the novel, it may overlook the context of disillusionment in Hemingway's *The Sun Also Rises*. However, it is important to note that the use of objective approach leads to literary work itself, especially the intrinsic elements. Hemingway depicts the theme of disillusionment in *The Sun Also Rises* through the characters, mainly through Jake Barnes, the protagonist. In the novel, Hemingway shows Barnes' disillusionment when he feels disappointed on the expatriates' alcoholism and hedonistic lifestyle. The following quote from the novel describes Barnes' disappointment.

*"The emotion left Mike's voice. We were all friends together.
"I'm not so damn drunk as I sounded," he said.
"I know you're not," Brett said.
"We're none of us sober," I said.
"I didn't say anything I didn't mean."
"But you put it so badly," Brett laughed.
"He was an ass, though. He came down to San Sebastian where he damn well wasn't wanted. He hung*

around Brett and just looked at her. ***It made me damned well sick.***" (Hemingway, 1926, p. 129)

In the quotation above, Barnes and Cohen were in party surrounded by many expatriates who were intoxicated because of alcohol consumption. In the party, Mark got drunk since he drank too much alcohols and got too close to Brett Ashley. Barnes then advised Ashley to distance herself from the drunken Mike. A line from the quotation above, "*It made me damned well sick*", perfectly describes Barnes' disappointment. The line shows that Barnes is furious with the expatriates' excessive alcohol consumption among Paris Expatriates in the 1920s. Through the line, Barnes expresses his frustration that the hedonistic and nihilistic lifestyle practiced by the expatriates may lead to self-destruction.

The line "*It made me damned well sick*" encapsulates how the *Lost Generation* view the world from the nihilistic point of view. Hemingway makes it more evident through the main character, Jake Barnes. Barnes' disillusionment is shown through his disappointment towards the expatriates. He believes that the expatriates have lost the direction resulting themselves to turn vices, live a nihilistic and hedonistic lifestyle. When Barnes compares himself with the expatriates in the quote above, it highlights the recurring theme of disillusionment in the novel. The quote above also shows Hemingway's simple and objective style of writing, in which he uses minimal dialogue and restrained language to depict Barnes' disappointment and nihilistic point of view. Hemingway, through the quote, describes the Barnes' struggle without over commentary as it allows the readers of the novel to understand the predicament faced by the *Lost Generation*.

In another part of the novel, Hemingway describes Barnes disappointment towards his friend, Robert Cohn, who has no direct experience of the World War I. The conversation between Barnes and Cohn in the following quotation describes it

"I've had plenty to worry about one time or other. I'm through worrying."

"Well, I want to go to South America."

"Listen, Robert, going to another country doesn't make any difference. I've tried all that. **You can't get away from yourself by moving from one place to another.** There's nothing to that."

"But you've never been to South America."

"South America hell! If you went there the way you feel now it would be exactly the same. This is a good town. Why don't you start living your life in Paris?" (Hemingway, 1926, p. 12)

In their conversation, Cohn suggests Barnes that traveling to South America can be the solution for the anxiety experienced by Cohn. However, Barnes' response in the line "*You can't get away from yourself by moving from one place to another*" illustrate the futility of geographical escape as a means of solving an internal conflict faced by someone. Barnes wants to tell Cohn that changing the physical location by relocating to different country or city is not the way to resolve their internal conflict. No matter how hard we try to change the location or the surroundings, the internal conflict will still continue to haunt someone if it is not

resolved properly. The conversation between Barnes and Cohn also highlights how a war can impact how someone view the world: Cohn's naive belief in escaping and Barnes' nihilistic belief. The exchange between them depicts the disillusionment and the challenges experienced by the *Lost Generation* after the World War I.

Barnes' answer, *"You can't get away from yourself by moving from one place to another"*, underlines that it is important for someone to address their internal conflict properly to overcome it rather than escaping by traveling or moving to another place. When someone ignores the internal conflict within them, the conflict will not disappear but will haunt them wherever they go. Escaping from the conflict by changing location or moving to another place is not a way to resolve the conflict. Barnes' answer implies that someone can grow stronger and more resilient when they can address the root of their problem and internal conflict properly. Addressing the challenges, discomfort, problems and internal conflict properly would be better than repeatedly escape to make someone grow and achieve the emotional stability.

In chapter 2, Hemingway describes Barnes' disappointment on the way he lives his life. He feels disappointed because he thinks that life is too fast for him to fully experience it. The following quotation describes Barnes' disappointment

"Don't be a fool," I said. "You can go anywhere you want. You've got plenty of money."

"I know. But I can't get started."

"Cheer up," I said. "All countries look just like the moving pictures."

But I felt sorry for him. He had it badly.

"I can't stand it to think my life is going so fast and I'm not really living it."

"Nobody ever lives their life all the way up except bull-fighters."

"I'm not interested in bull-fighters. That's an abnormal life. I want to go back in the country in South America. We could have a great trip." (Hemingway, 1926, p. 10)

The quotation above reveals Barnes' internal conflict. The line *"I can't stand it to think my life is going so fast and I'm not really living it"* describes Barnes' disappointment with his current aimless lifestyle that led him to not fully live or engage with his life. The line *"Nobody ever lives their life all the way up except bull-fighters"* depicts how Barnes' view on how most people live. Most people live a constrained life in which they avoid risks, adhere to social norms and expectations. The line illustrates his belief that most people, including himself, are not living authentically not showing their true self, and not pursuing their true desire. Social norms and social expectations push many people to conform leading to dissatisfaction with their life, sense of unfulfillment, and missed opportunity to show their true self. The quote above also highlights the disillusionment in the novel in which the characters to find the meaning of their life in the post-war era.

The line *"Nobody ever lives their life all the way up except bull-fighters"* reveals Barnes' desire for a more authentic and fulfilling life. In his view, bullfighters are rare individuals who live their life fully while taking risks with

courage and determination. Bullfighters demonstrate how to live a brave, intense and meaningful life. Barnes admires the how the bullfighters' resilience and bravery in facing the challenges in the arena, a contrast to his life that is trapped in routine, social changes, expectations and emptiness. Through Barnes' internal conflict on his current life compared to his ideal life, Hemingway prompts us as the reader to questions the way we live our life. He asks whether we are living an authentic life or just living our life without taking control of it. Hemingway challenges us to live our life to the fullest, put more courage to take risks, pursue the important thing for us, and not just merely exists within the societal constraints.

In chapter 5, Barnes shows his disappointment towards Brett Ashley since she cannot maintain a genuine relationship with men. The quotations below show Barnes' disappointment towards Ashley and how he describes Ashley's character.

"What do you know about Lady Brett Ashley, Jake?"

"Her name's Lady Ashley. Brett's her own name. She's a nice girl," I said. "She's getting a divorce and she's going to marry Mike Campbell. He's over in Scotland now. Why?" ... "She's a drunk," I said. "She's in love with Mike Campbell, and she's going to marry him. He's going to be rich as hell someday." (Hemingway, 1926, p. 38)

"I don't believe she would marry anybody she didn't love."

"Well," I said. "She's done it twice." (Hemingway, 1926, p. 39)

In the first quote, Barnes describes Ashley as "a nice girl" and "a drunk" who is planning to marry Mike Campbell because of his future wealth. Barnes' contrastive description on Ashley's character ("a nice girl" vs "a drunk") reflects Ashley's complex personality. In the second quote, the fact that Ashley has been married twice indicates the past unsuccessful relationship. Barnes' sceptic answer, *"Well, she's done it twice,"* illustrates his judgement that Ashley cannot commit herself to a relationship based on love.

Those quotes above depict Ashley's struggle to find a satisfaction in a romantic and intimate relationships. Ashley, as described in the novel, engages in unattached, impulsive, temporary and unstable romantic relationships. This pattern of behavior shows a deeper internal conflict within herself. She believes that moving from one relationship to another or changing her romantic partners will lead to sense of fulfillment. However, changing her romantic partner or moving to another relationship fail to address her dissatisfaction since the real problem lies within herself. The ways she copes with her internal conflicts add another example of how the characters of the novel attempt escape their internal conflict using external means. As it happens to other characters such as Barnes, Cohn, and the expatriates, using external means to solve the internal conflict within themselves are futile.

The quotes show that changing romantic partner repeatedly cannot resolve Ashley's internal conflict such as the feeling of emptiness, lack of direction, uncertainty, or unresolved trauma. The way she copes with her disappointment and dissatisfaction are futile. Through the character of Brett Ashley, Hemingway wants to underline that escaping by changing romantic partner constantly doesn't resolve the internal conflict. It means that Hemingway warns us not to use a romantic relationship to fill the emotional void within someone. Addressing the personal conflict properly is always better than avoiding it by escaping. It will help someone grow and develop to be a better person.

The same with Cohn, Ashley copes with her disillusionment by escaping. The difference is Cohn looks for geographical escape and Ashley seeks for emotional escape by changing romantic partner constantly. Using these two characters, Hemingway stresses three important things. The first, it is important to address the root of the problem properly when it comes to internal conflict within someone. The second, avoiding the internal conflict by escaping is futile. The last, external means cannot resolve the internal problems or conflicts within someone. Hence, Hemingway asserts that self-introspection and self-improvement are the paths that can be used to overcome the disillusionment.

In the novel, Hemingway also uses the character of Jake Barnes as the object of disappointment. The following quote describes how another character feels disappointed towards Barnes

"You're an expatriate. You've lost touch with the soil. You get precious. Fake European standards have ruined you. You drink yourself to death. You become obsessed by sex. You spend all your time talking, not working. You are an expatriate, see? You hang around cafés." (Hemingway, 1926, p. 116)

In the novel, Mike Campbell points his critique (as shown in the quotation above) at Jake Barnes as the protagonist. In Campbell's point of view, Barnes, as an expatriate, has lost his American identity and values. He accuses Barnes of living recklessly (drinking excessively and being obsessed with sex), becoming pretentious, and losing his authentic self. The quote above depicts the criticism towards the American expatriates in the novel for being heavily influenced by European lifestyle. The impact of the war and living abroad for too long lead to a state of disconnection from the expatriates' cultural and national roots. The state of disconnection makes the expatriates live an unauthentic lifestyle and face various negative consequences (excessive drinking, obsession with sex, and being unproductive). The quote also highlights how the disillusionment is experienced by the expatriates, especially Jake Barnes as the protagonist, who left their home countries and cultural values.

In the novel, Hemingway uses the concept of expatriate to symbolize the theme of alienation and displacement. The characters of the expatriates are primarily American expatriates in Paris. The expatriates struggle with the lack of direction, the loss of meaning in their life and shattered values they once held. To

cope with their struggle and problem, they live an unauthentic lifestyle by adopting “the bohemian lifestyle of 1920s Paris which is associated with the artistic freedom” (Ali, Wuntu, & Tatipang, 2024). Campbell’s critique, as shown in the quotation above, challenges the choice made by the expatriates, especially Barnes, in which they embrace the new values they found in Europe rather than stick to their cultural and national values. Hemingway, through Campbell’s critique, aims at exploring the issues of authentic life, cultural identity, and how the norms in society influence people’s choices and lifestyle.

The quotation above also reflects a dilemma faced by the expatriates: embracing the new values or stick to their original values. The disillusionment experienced by the expatriates in Paris lead them to crisis of values. They found that the values and beliefs they once hold are irrelevant and outdated in a new era or in a new environment. The expatriates, as described in the novel, cannot cope with the disillusionment so they started to live unauthentic lifestyle. Hemingway uses their disillusionment experiences to depict the struggle of searching the meaning of life in a constantly changing world, a relevant struggle even to this day. The critique raises the questions of whether embracing new culture, value or beliefs means we have to abandon our original culture, values and belief.

From the standpoint of the objective approach, all the quotes used above depict the theme of disillusionment in form of disappointment. Hemingway use each character of the novel effectively to communicate the theme of disillusionment and how it affects the characters. Hemingway also depict the internal struggle of each character and their difficulty to find the meaning and the direction of their life through the interactions and the description in the novel

Discussion

Disillusionment in Hemingway’s The Sun Also Rises

Disillusionment can be simply defined as a psychological state in which one experiences the loss of belief or ideals. It can make the person experienced disillusionment feel the disappointment and betrayal since the belief or ideal one held is no longer relevant or not true. Maher *et al* (2021) explain that disillusionment is caused by the discrepancy between one’s expectation and reality. The discrepancy can manifest in various domain of human life such as personal relationship, political beliefs, idealism and even spiritual belief. Maher *et al* (2019) identified that the disillusionment is characterized by discovery, disappointment and loss. In addition, Flam (2007) argued that disillusionment is not limited to personal experiences but also can be experienced by a larger group such as society in various aspects such as politic, economic, technological and even environmental.

Hemingway depicts the disillusionment in *The Sun Also Rises* both in individual and group level. In group level, Hemingway describes the disillusionment through the experiences of the expatriates in Europe called the *Lost*

Generation. The *Lost Generation* who fought in the World War I found that their ideal and belief are no longer relevant after the war end. It made them to embrace new values and new lifestyle by starting to live according to European lifestyle, becoming alcoholic and hedonistic. In individual level, Hemingway describe the disillusionment through the struggle of the character in the novel such as Jake Barnes, Lady Ashley Brett, Robert Cohn and Mike Campbell where each character has their own internal conflict and their struggle to overcome with. In the novel, the characters depict the disillusionment in form of alienation and disappointment.

The characters in the novel, especially Jake Barnes as the protagonist, mainly portray the disillusionment in form of disappointment. Barnes, as shown in the findings, shows his disappointment towards the values in society, the expatriates, Brett Ashley, Robert Cohn and even himself. His disappointment is caused by the gap between his belief and the reality after the World War I. It means that the World War I have a great impact on the disillusionment faced by Barnes in the novel. The previous studies by Ali *et al* (2024), Khan *et al* (2023), Kumar & Pratima (2022), and Yanar (2020) also noted that the World War I contribute greatly to the disillusionment experienced by the characters in the novel, both in individual or group level. The impact of the war is so big that the old ideals, beliefs, and values become irrelevant that left people in the disillusionment state. The war also made big changes in politic, economic, and cultural aspects that push individual or society to experience the disillusionment (Reid, 2024).

In the novel, Barnes shows his disappointment towards himself because he doesn't live his life fully. His disappointment indicates that he struggles with internal conflict within himself. Without the internal conflict he could have lived a normal life, had a healthy romantic relationship, and avoided the depression (Gao, 2023). As noted by Yanar (2020) in his study, Barnes' internal conflict leads him to the state of disillusionment and living inauthentic life. The state of disillusionment also makes Barnes to constantly try to escape form the reality through drinking alcohol and to embrace consumerism (Leland, 2004). Thus, the disillusionment faced by Barnes leads him to one disappointment to another disappointment, having unhealthy relationship and living hedonistic lifestyle.

As noted in the previous researches, disappointment is the form of disillusionment that is usually shown by the characters in Hemingway's *The Sun Also Rises* (Ali *et al.*, 2024; Khan *et al.*, 2023, Kumar & Pratima, 2022, and Yanar, 2020). In the previous researches, the cause of the disappointment is the changes caused by the World War I. It impacts almost both individual and societal level in every aspect such as politic, economy and cultural. As shown in the findings of this research and previous studies, disillusionment in form of disappointment in the novel is experienced by the characters suffered from the impact of the World War I. However, the findings of this study enrich the findings of the previous research as it offers new insight on Barnes' disappointment. Barnes' disappointment leads him to adopt nihilistic point of view, live in hedonistic lifestyle, live unhealthy and having inauthentic relationship. The findings of this study also reveal that Barnes'

disappointment occurs because of the disillusionment or the problem experienced by other characters, as shown by Barnes' disappointment towards Robert Cohn and Bret Ashley. His problematic lifestyle that makes him feel disconnected from the real world also contribute to Barnes' and Campbell's disappointment towards Barnes. Thus, the findings of this study enhance the previous findings on how the disillusionment is portrayed by Hemingway through the character of Jake Barnes.

The Implications on English Language Learning

Sun Also Rises is not just a pure non-fiction narrative, it is based on Hemingway's real experiences in Europe, especially France and Spain, in the era after post-World War I, specifically in 1925. It means that the novel has a close connection with the real historical experiences (Field, 2006; Rodriguez- Pazos, 2014). The historical events incorporated in the body of the novel can be good learning material for the students in English language learning. The novel can be a learning sources and a learning media which provides students the information regarding the historical events and the events happened in the past. It is in line with the previous studies (Bottomore, 2008; Rhan, 1990) which conclude that a novel can be a valuable historical source reflecting the collective mood of a particular time in the past. The same goes to *The Sun Also Rises* which reflects the condition after the World War I and how it affects many people. Thus, Hemingway's *The Sun Also Rises* has a significant implication on students' knowledge about historical events and conditions after the World War I.

The use of novel in the English language learning can improve their vocabulary and language skills. A range of studies also highlighted the benefits offered by novel for students in the English language learning. Palupi, Shofiya and Iftanti (2021) showed that the use of novel helps the students learn English better since the novel has the elements to support student to learn English: vocabulary, grammar and socio-culture information. Saputri & Hadi (2021) also showed the same results that reading novel in English language learning helped the students to learn language skills simultaneously. Several studies also showed that novel can be a teaching tool and learning media that can enrich students' language skills, knowledge on English culture, vocabulary and even language acquisition (Devonshire, Morris & Fluck, 2013; Faraj, 2021; Ganesan, *et al.*, 2016; Lazar, 1990; Yalmiadi, *et al.*, 2021). Using the previous studies as the references, the same can be applied to Hemingway's *The Sun Also Rises*. It can be used in the English language learning process to help the students in enriching their vocabulary, improving their English skills, broadening their understanding on English cultures, and promoting language acquisition.

Teachers or instructors can also utilize the use of novel in teaching English for the students. In case of Hemingway's *The Sun Also Rises*, teacher can do several interesting activities in the classroom. The first thing the teacher can do make a debate activity in which the students can discuss various topic in the novel such as feminism, disillusionment, nationalism, and even escapism. This activity can help

the students to practice their English-speaking skill, critical thinking and communication skills. Another activity suggested to be used the instructors or teachers is writing activity in which the students are asked to write alternate ending for the story in the novel. Other activities that can be utilized in the classroom is a roleplay in which the students could reenact the scene in the novel to improve their speaking skill and developing character maps to make sure students read the novel well.

Regarding the theme of disillusionment, it can be a good theme to be explored by the students in the process of English language learning. Since the novel of *The Sun Also Rises* put a great emphasizes on the theme of disillusionment, students can find this theme many times when they are reading the novel. The concept of disillusionment in the novel can help the facilitate the student to build their empathy by observing the characters in the novel and improve their emotional intelligence by giving the correct responses towards the events in the novel. It also enhances students' critical thinking by understanding the kind of disillusionment in the novel and what causes the disillusionment in the novel.

Lastly, it facilitates parallel connection between the students and the character in the novel. By doing so, students can make a connection on the events experienced by the character and by themselves. Since disillusionment in the form of disappointment is commonly experience by the human, students can relate themselves with the character in the novel. It will help the students to identify the causes of the disappointment in the novel and it can be used to understand themselves more.

Limitation of the Study

Disillusionment, as explained by Maher *et al* (2019), is a psychological state that can be experienced through the discovery of new ideals, disappointment and loss. As a psychological state, disillusionment in Hemingway's *The Sun Also Rises* can be analyzed through the lens of psychological approach. It is one of the limitations in this study that is expected to be addressed by the other researchers in future research. Another limitation that is suggested to be addressed in the future research is how is disillusionment is portrayed in other character such as Ashley Brett or Robert Cohn since this research focus on Barnes' disillusionment. The analysis of the disillusionment faced by the other characters would provide valuable information which can be used to understand *The Sun Also Rises* and Ernest Hemingway better.

As this study focuses its analysis on the theme of disillusionment, other interesting themes in the novel such as mental health or escapism are overlooked. Future researchers are suggested to analyze how mental health and escapism is portrayed in *The Sun Also Rises*. In addition, the implications of Hemingway's *The Sun Also Rises* on English language learning are based on the previous researches and not based on the direct observation towards the students, the most notable limitation of this research. Thus, it is suggested for further research to be conducted

in order to examine students' perception on the use of *The Sun Also Rises* in English language learning by using direct observation towards the students.

Conclusion

Based on the analysis of the disillusionment on Hemingway's *The Sun Also Rises*, it can be concluded that Jake Barnes, as the main protagonist, experiences the disillusionment in form of disappointment. Jake shows his disappointment towards himself and other characters such as Lady Ashley Brett and Robert Cohn. In the novel, it is also shown that Barnes also become the reason of other characters' disappointment. The objective analysis of the novel shows that Barnes' disillusionment is caused by the impact of the Word War I. The *Lost Generation's* searching for the meaning of life also contributes to Barnes' disillusionment. The objective approach also enables us to understand Barnes' internal conflict which lead him to a sense of dissatisfaction and unfulfillment with his life.

In *The Sun Also Rises*, Hemingway depicts the theme of disillusionment not only from the protagonist, Jake Barnes, but also from the other characters such as Lady Ashley Brett, Robert Cohn, Mike Campbell and the expatriates. Hemingway intends to depict disillusionment as one of the aspects of human experiences and can be experienced by anyone. In addition, the author also underlined the important to resolve internal conflicts within someone as the better way of coping with the disillusionment rather than constantly avoiding or escaping from them.

This study also shows that there are several implications of Hemingway's *The Sun Also Rises* on the English language Learning. The first implication is that the novel can be used as a learning media, learning sources and learning object in the process of English language learning. The novel can also be utilized to enrich students cultural and historical knowledge related to the novel. Furthermore, *The Sun Also Rises* as a literary work can be used in the classroom to improve students' language skills, vocabulary, grammatical knowledge and English cultural knowledge. Thus, both students and teachers or instructors can be benefited by the use of novel, including *The Sun Also Rises*, in the process of English language learning.

References

- Abrams, M. H. (1971). *The mirror and the lamp: Romantic theory and the critical tradition*. Oxford University Press.
- Adair, W. (2001). The Sun Also Rises: A Memory of War. *Nineteenth-Century Literature*, 47, 72-91. <https://doi.org/10.1215/0041462X-2001-2001>.
- Adair, W. (2010). The Sun Also Rises: Mother Brett. *Journal of Narrative Theory*, 40, 189 - 208. <https://doi.org/10.1353/JNT.2010.0011>.
- Adair, W. (2014). Hemingway's *The Sun Also Rises*: The Dog in the Window and Other War Allusions. *The Hemingway Review* 34(1), 76-81. <https://doi.org/10.1353/hem.2014.0020>.
- Ali, M. I., Wuntu, C. N., & Tatipang, D. P. (2024). Unraveling Disillusionment: An Examination of Ernest Hemingway's *The Sun Also Rises*. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*, 11(1), 81-87. <http://dx.doi.org/10.30595/mtf.v11i1.21334>.
- Barber, C. (2014). The disillusionment of students denied admission to a preferred major viewed from the perspective of a psychological theory of alienation. *College Student Journal*, 48(1), 153-165.
- Block, R. (2011). What about disillusionment? Exploring the pathways to black nationalism. *Political Behavior*, 33, 27-51. <http://dx.doi.org/10.1007/s11109-010-9126-9>.
- Bottomore, S. (2008). Introduction: Moving Picture Fiction. *Film History: An International Journal* 20(2), 123-126. <https://doi.org/10.2979/fil.2008.20.2.123>.
- Bowyer, T. J. (2019). Disillusionment After Change. In T. J. Bowyer (Ed), *Beyond Suffering and Reparation: The Aftermath of Political Violence in the Peruvian Andes* (p. 143-166). Springer. https://doi.org/10.1007/978-3-319-98983-9_7.
- Daiker, D.A. (2007). The Pedagogy of *The Sun Also Rises*. *The Hemingway Review* 27(1), 74-88. <https://doi.org/10.1353/hem.2007.0028>.
- Devonshire, V., Morris, P., & Fluck, M. (2013). Spelling and reading development: The effect of teaching children multiple levels of representation in their orthography. *Learning and Instruction*, 25, 85-94. <https://doi.org/10.1016/j.learninstruc.2012.11.007>.
- Djos, M.G. (2010). Alcoholism in Ernest Hemingway's *The Sun Also Rises*: A Wine and Roses Perspective of the Lost Generation. In M G. Djos (Ed). *Writing Under the Influence*. Palgrave Macmillan, New York. https://doi.org/10.1057/9780230109131_2.
- Eagleton, T. (2011). *Literary theory: An introduction*. John Wiley & Sons.
- Emanuelson, U., & Egenvall, A. (2014). The data-Sources and validation. *Preventive veterinary medicine*, 113(3), 298-303. <https://doi.org/10.1016/j.prevetmed.2013.10.002>.

- Faraj, S. G. M. (2021). Teaching novels in an English language classroom: A qualitative study. *UKH Journal of Social Sciences*, 5(1), 90-97. <https://doi.org/10.25079/ukhjss.v5n1y2021.pp90-97>.
- Field, A.N. (2006). Expatriate Lifestyle as Tourist Destination: The Sun Also Rises and Experiential Travelogues of the Twenties. *The Hemingway Review* 25(2), 29-43. <https://doi.org/10.1353/hem.2006.0023>.
- Flam, H. (2007). Emotions' map: A research agenda 1. In H. Flam & D. King (Eds), *Emotions and social movements*, 19-40. Routledge.
- Ganesan, S., Durgadevi, M., Ahila, A., & Kannan, T. R. (2016). Use of novels to teach ESL to the technical students in the engineering colleges—a study. *Indian Journal of Science and Technology*, 9(16), 1-4. <https://doi.org/10.17485/IJST/2016/V9I16/92229>.
- Gao, W. (2023). The Conflicts between Ego, Id and Superego——Jake's Love Tragedy in *The Sun Also Rises* from the Perspective of Psychoanalysis. *Frontiers in Art Research*, 5(18), 46-52. <https://doi.org/10.25236/FAR.2023.051808>.
- Gottlieb, M. I. (2018). The “Pretty” Lost Generation in Hemingway's *THE SUN ALSO RISES*. *The Explicator*, 76(2), 75–77. <https://doi.org/10.1080/00144940.2018.1454393>
- Guo, H. (2009). A Study of Literary Criticism of Hemingway's *The Sun Also Rises*. *Journal of Beijing Jiaotong University*.
- Hays, P. L. (2010). Imperial Brett in *The Sun Also Rises*. *ANQ: A Quarterly Journal of Short Articles, Notes, and Reviews*, 23(4), 238-242. <https://doi.org/10.1080/0895769X.2010.517079>.
- Hemingway, E. (1926). *The Sun Also Rises*. Scribner
- Hook, S. (1949). The Literature of Political Disillusionment. *Bulletin of the American Association of University Professors*, 35(3), 450. <https://doi.org/10.2307/40220365>.
- Khan, A. A., Khan, I. A., & Gul, N. (2023). Exploring Personal and Ethnic Identity in Ernest Hemingway's *The Sun Also Rises*. *Journal of Policy Research*, 9(3), 224-227. <https://doi.org/10.61506/02.00119>.
- Kim, H., Sefcik, J. S., & Bradway, C. (2017). Characteristics of Qualitative Descriptive Studies: A Systematic Review. *Research in Nursing & Health*, 40(1), 23–42. <https://doi.org/10.1002/nur.21768>
- Knodt, E. (2002). Literary Masterpieces: *The Sun Also Rises* (review). *The Hemingway Review*, 22(1), 128 - 130. <https://doi.org/10.1353/HEM.2002.0012>.
- Kumar, M., & Pratima, P. (2022). Ernest Hemingway's *The Sun Also Rises*: A study in thematic aspects. *International Journal of Health Sciences*, 6(S5), 3641–3646. <https://doi.org/10.53730/ijhs.v6nS5.10336>.

- Lazar, G. (1990). Using novels in the language-learning classroom. *ELT journal*, 44(3), 204-214. <https://doi.org/10.1093/elt/44.3.204>.
- Leland, J.M. (2004). Yes, That Is a Roll of Bills in My Pocket: The Economy of Masculinity in *The Sun Also Rises*. *The Hemingway Review* 23(2), 37-46. <https://dx.doi.org/10.1353/hem.2004.0021>.
- Lubkoll, C. (2008). Fingierte Mündlichkeit – inszenierte Interaktion. Die Novelle als Erzählmodell. *Zeitschrift für germanistische Linguistik*, 36(3), 381-402. <https://doi.org/10.1515/ZGL.2008.033>.
- Maher, P. J., Igou, E. R., & van Tilburg, W. A. (2019). Disillusionment: a prototype analysis. *Cognition and Emotion*, 34, 947 - 959. <https://doi.org/10.1080/02699931.2019.1705764>.
- Maher, P. J., Igou, E. R., & van Tilburg, W. A. (2021). Nostalgia relieves the disillusioned mind. *Journal of Experimental Social Psychology*, 92, 104061. <https://doi.org/10.1016/j.jesp.2020.104061>.
- Maher, P. J., Igou, E. R., & van Tilburg, W. A. P. (2018). Brexit, Trump, and the Polarizing Effect of Disillusionment. *Social Psychological and Personality Science*, 9(2), 205-213. <https://doi.org/10.1177/1948550617750737>.
- Mallier, C. (2009). Le Paris d'Hemingway: une question de style. *Caliban. French Journal of English Studies*, 25, 51-62. <https://doi.org/10.4000/CALIBAN.1448>.
- Margulies, A. (2018). Illusionment and Disillusionment: Foundational Illusions and the Loss of a World. *Journal of the American Psychoanalytic Association*, 66, 289 - 303. <https://doi.org/10.1177/0003065118770332>.
- Noys, B. (2018). The Peculiarities of English Culture. *Historical Materialism*, 26, 165-174. <https://doi.org/10.1163/1569206X-12341556>.
- Palupi, R. R., Shofiya, A., & Iftanti, E. (2021). Novel Improves Student English Skills. *BRIGHT: A Journal of English Language Teaching, Linguistics and Literature*, 4(2), 34-43. <https://doi.org/10.29100/bright.v4i2.2052>.
- Peachy, F. (1958). *Philological Association of the Pacific Coast. PMLA/Publications of the Modern Language Association of America*, 73(2), 32-34. <https://doi.org/10.1632/S0030812900171615>.
- Prasetyo, R. A., & Kuswardani, R. (2021). Developing students' reading ability using visual novel for high school students. *Journal of Research on English and Language Learning (J-REaLL)*, 2(2), 132-139. <https://doi.org/10.33474/j-reall.v2i2.11336>.
- Rabianski, J. S. (2003). Primary and secondary data: Concepts, concerns, errors, and issues. *The Appraisal Journal*, 71(1), 43.
- Rahn, S. (1990). "It Would Be Awful Not to Know Greek": Rediscovering Geoffrey Trease. *The Lion and the Unicorn* 14(1), 23-52. <https://doi.org/10.1353/uni.0.0177>.
- Rani, K. U. (2016). The Theme of Alienation in the Selected Novels of Ernest Hemingway. *IJELLH (International Journal of English Language, Literature*

- and Humanities), 4(2), 225-231.
<http://dx.doi.org/10.24113/ijellh.v4i2.1084>.
- Rani, R. (2014). Sense of Alienation in Ernest Hemingway's *The Sun Also Rises*. *International Journal of Research*, 1, 964-971.
- Reid, D. (2024). British Humanitarianism, Indigenous Rights, and Imperial Crises: Assessing the Membership Base of the Aborigines' Protection Society, 1840–73. *Journal of British Studies*, 1–18. <https://doi.org/10.1017/jbr.2024.1>.
- Rodríguez-Pazos, G. (2014). Bulls, Bullfights, and Bullfighters in Hemingway's *The Sun Also Rises*. *The Hemingway Review* 34(1), 82-94. <https://doi.org/10.1353/hem.2014.0023>.
- Ronen, Y. (2015). Conflicting National Identities in Colonial and Post-Colonial Morocco: Between Arab Nationalism and Jewish Zionism. *The Maghreb Review*, 40(2), 147-167. <https://doi.org/10.1353/tmr.2015.0021>.
- Saputri, N. L., & Hadi, I. I. (2021). An Analysis Of Idiom Expressions In Novel "Mary Poppins" By Pl Travers. *Jurnal Lentera Pendidikan Pusat Penelitian Lppm Um Metro*, 6(1), 14-30. <http://dx.doi.org/10.24127/jlpp.v6i1.1615>.
- Sasalia, O. A., & Sari, F. M. (2020). Utilizing Novel In The Reading Class To Explore Students' Viewpoint Of Its Effectiveness. *Journal of English Language Teaching and Learning*, 1(2), 56-61. <https://doi.org/10.33365/jeltl.v1i2.606>.
- Soto, M. (2001). Hemingway Among the Bohemians: A Generational Reading of *The Sun Also Rises*. *The Hemingway Review* 21(1), 5-21. <https://doi.org/10.1353/hem.2001.0025>.
- Stoltzfus, B. (2003). Camus and Hemingway: The Solidarity of Rebellion. *International Fiction Review*, 30(1). Retrieved from <https://journals.lib.unb.ca/index.php/IFR/article/view/7739>.
- Stoneback, H. (2007). Reading Hemingway's *The Sun Also Rises*. The Kent State University Press. <https://doi.org/10.21038/ksup.2007.0001>.
- Strychacz, T. (1989). Dramatizations of Manhood in Hemingway's *In Our Time* and *The Sun Also Rises*. *American Literature*, 61(2), 245. <https://doi.org/10.2307/2926696>.
- Thakur, K. S. (2022). Hemingway's *The Sun Also Rises* and *Lostness*- An Existential Analysis. *Ijrasnet Journal For Research in Applied Science and Engineering Technology*, 10(4), 1293-1295. <https://doi.org/10.22214/ijrasnet.2022.44053>.
- Toker, A. (2013). Ernest Hemingway's Characters in *The Sun Also Rises* Trapped within the Vicious Circle of Alienation. *Journal of Academic Studies*, 14(56), 17-34.
- Townsend, E., & Heemann, C. (2017). Everybody behaves badly: the true story behind Hemingway's masterpiece *The Sun Also Rises*. *Ilha do Desterro*, 70, 297-298. <https://doi.org/10.5007/2175-8026.2017v70n1p297>.

- Traber, D. S. (2000). Whiteness and the Rejected Other in *The Sun Also Rises*. *Studies in American Fiction*, 28(2), 235-253. <http://dx.doi.org/10.1353/saf.2000.0002>.
- Tutter, A. (2018). "The Fullness of the Infinite": Introduction to Disillusionment Papers. *Journal of the American Psychoanalytic Association*, 66, 221 - 224. <https://doi.org/10.1177/0003065118766010>.
- Ullah, K. (2018). Exploring the Id in Hemingway's *The Sun Also Rises* (1926). *University of Chitral Journal of Linguistics and Literature*, 2(1), <https://doi.org/10.33195/jll.v2i1.159>.
- Wagner-Martin, L.W. (2002). *Ernest Hemingway's The Sun Also Rises: A Casebook*. Oxford University Press.
- Werlock, A. (2011). A Historical Guide to Ernest Hemingway (review). *The Hemingway Review*, 20 (1), 108 - 113. <https://doi.org/10.1353/HEM.2000.0008>.
- Xiang, Y. (2022). A Study of Spatial Aesthetics in the Film *The Sun Also Rises*. *Studies in Art and Architecture*, 1(1), 1-7. <https://doi.org/10.56397/saa.2022.12.01>.
- Yalmiadi, Y., Yanti, R., Indrayadi, T., & Rahmat, W. (2021). Diagnosing Effect of English Novels on Augmenting EFL Learners' Language Skills and Competencies. *Journal Polingua: Scientific Journal of Linguistics, Literature and Language Education*, 10(2), 31-41. <https://doi.org/10.30630/polingua.v10i2.177>.
- Yanar, M. (2020). Inertia and identity confusion in Ernest Hemingway's *the sun also rises*. *Journal of International Social Research*, 13(71), 162-168.